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ABSTRACT

A study was conducted at Olympic College (OC) in the State of Washington, to investigate the personal and academic characteristics of student dropouts and their reasons for leaving the college. Questionnaires were sent to 500 fall 1986 students who completely withdrew from OC during the term or received all F's, W's, or other unproductive grades (i.e., mid-term leavers) and 500 students who enrolled in fall 1986 but did not graduate or re-enroll in winter 1987 (i.e., between-term leavers). Study findings, based on a 15% response rate, included the following: (1) students who did not persist were more likely to be female than male; (2) between-term leavers had the same racial make-up as the student population as a whole, but mid-term leavers were significantly more likely to be minority group members; (3) over 50% of the mid-term and between-term leavers left OC during or after their first year or term at the college; (4) 83% of the leavers had not applied for financial aid; (5) 70 of the respondents gave an academic reason as their main reason for leaving, 7 gave a financial reason, and 48 gave a personal reason; and (6) students were generally satisfied with most OC programs. Survey instruments and student comments are appended. (AJL)

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RETENTION AT OLYMPIC COLLEGE: A STATISTICAL REPORT

FALL, 1986 - WINTER, 1987

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Jolene Ramaker
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This report is the culmination of a "Leaders for the 80's" Project of the American Association of Women in Community and Junior Colleges and the League for Innovation in the Community College. Many thanks go to the Olympic College Board of Trustees and Dr. Henry Milander for granting permission for participation, to the Faculty Enrichment Committee and Dr.'s Robert Evans and Dan Gotheridge for funding the various activities, to Dr. William Simpson and Judy Frey for aptly serving as mentors, to Dr. Richard McConaughy for his continued support and advice, and to Diane Gerspach, Anna Hoey-Dorsey, Ramona Sanders, and Denise Blas for their help in locating local data.

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I. INTRODUCTION

A combination of factors -- enrollment-driven funding formulae, a decline in the number of high school graduates, geographical population shifts, economic recession and a cutback of federal grants for students -- have resulted in an increasingly unstable enrollment picture for most colleges and universities in recent years. With this declining enrollment has come a renewal of interest in student retention. The college that can keep the students who are already enrolled rather than chase after ever-diminishing new markets can better concentrate its efforts into providing quality education and innovative programming. Happlily, colleges are finding that retention efforts often are less expensive prospects than recruiting efforts, as well. Ironically, however, retention is a bit like that elusive quality, "happiness" -- the more directly it is sought after, the more it slips from our grasp. As Noel, et al, put it:

> If retention alone becomes the goal, institutions will find themselves engaged in trying to hold students at all costs. Pressuring students to stay when it is not in their best interests to do so is not only wrong morally but also counterproductive; it often results in an accelerated attrition rate. Pressuring or trapping behavior from institutional personnel has a spreading effect: dissatisfied students who are leaving take others with them. There are no magical tricks. Gimmicks to attract and retain students in the 1980's simply will not work over any extended period of time. We are finding that what really encourages students to enter and persist is the institution giving them the chance to think through their futures, to discover their talents, to grow and develop. This takes hard work and resources - human and financial - on the part of the institution. [1]

With the goal of Student Success in mind, then, rather than Student Retention, it can be seen that not all "dropouts" need be of concern to the institution. There are valid reasons why a given student ought not to continue to be enrolled in a particular institution. Among these are lack of sufficient skill, lack of motivation, a poor student-institution "fit", attainment of the student's own educational goals, and the need for adult students to fit their education in as work and family responsibilities and money permit. Consequently, the trick is to identify which of those students who leave each term represent an institutional failure -- students whose decision to leave might have been preventable through institutional action -- and to concentrate efforts on those groups.

This report is an effort to begin that identifying process for Olympic College.

[1] Noel, Lee; Levitz, Randy; Soluri, Diana; and associates, Increasing Student Retention (Jossey-Bass, 1985), 1

II. STATEMENT OF THE PROBLEM

Two points should be borne in mind when considering gross attrition and retention statistics. The first, as discussed in the Introduction to this report, is that many college students leave because their current goals have been successfully met and do not represent an institutional or individual failure. This is particularly true at community colleges. The second is that other students leave as a result of factors that are outside institutional control (illness, family emergency), and efforts to influence student persistence must distinguish between factors which an institution is capable of influencing and factors which are unpreventable.

Given these caveats, what sorts of retention rates exist in colleges nationally and within Washington? How does Olympic College compare to these other schools?

A. NATIONAL ANNUAL RETENTION RATES

The following table reflects the percentage of full-time freshman who entered college in the Fall of 1981 and who returned to the same college in the fall of 1982. The data includes students who transferred and those who completed short programs and thus is somewhat misleading for community colleges.

TABLE i: NATIONAL RETENTION RATES

	Freshman to Sophomore Year	
Degree level	# of Institutions	Percentage Returning
Two Year Public	767	46
Two Year Private	165	30
B.A./B.S. Public	77	30
B.A./B.S. Private	592	26
M.A. Public	207	31
M.A. Private	359	22
Ph.D. Public	144	26
Ph.D. Private	121	15
TOTAL:	2,432	32

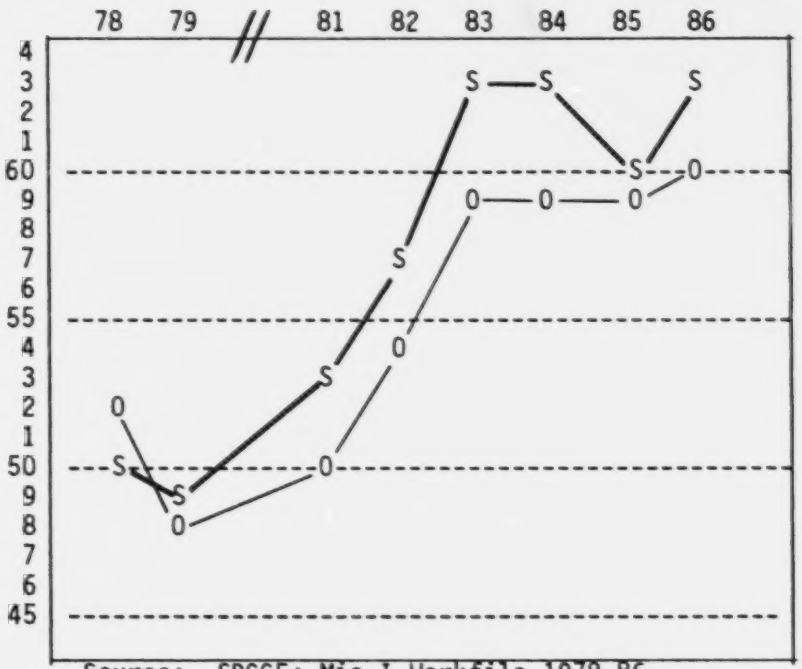
Source: Adapted from Noel and Levitz, 1985

B. WASHINGTON STATE WINTER QUARTER COMMUNITY COLLEGE RETENTION RATES

The State Board for Community College Education provides comparative data on student retention each year. Careful perusal of the 1978-86 reports indicate that Olympic College is slightly below average in comparison to the overall state retention rate for community colleges (based on return rates for Winter Quarters).

The data show a statewide increase in retention mirrored by a similar increase at Olympic, as shown in the table below. However, there is some indication that the gap between O.C. and the state has steadily widened and that both rates have reached a plateau over the last four years.

TABLE ii: PERCENT OF RETURNING STUDENTS WINTER QUARTERS
(expressed in percent of headcount)



Source: SBCCE; Mis-I Workfile 1978-86

O = Olympic College
S = Washington State (average of community colleges)

Why worry about attrition at O.C.? Translating the above statistics into headcounts for Fall-Winter, 1986 results in roughly 2300 students who did not return to our institution. Even if each took only one credit, that is a loss of over 150 FTE; or 6 additional classrooms with 25 students each; or in excess of $37,000 in lost tuition! A relatively minor improvement in those numbers could greatly impact some of the problems we have experienced in recent years.

In order to get a more complete picture of O.C.'s "true" attrition rate (those leavers who could and should have been helped by the institution to persist), further research was undertaken during Winter and Spring Quarters, 1987. The following section of this report describes that study and its results.

III. THE STUDY

In an attempt to get more definitive data with which Olympic College can sort through the complexities of student attrition, the following study was undertaken.

During Winter Quarter, 1987, questionnaires were sent to 500 "mid-term leavers" and 500 "between-term leavers". The mid-term leaver population included all students who had totally withdrawn from O.C. during Fall Quarter, 1986, both before the 10th day and throughout the rest of the quarter, and any student who got all V's or all "unproductive" grades (any combination of all V's., W's, and F's). Since an instructor may assign the V grade to a student who disappears, or may assign an F in the same instance, the population was assembled to account for those students who disappear without formal notification. These 671 student names (11.3% of the total headcount for that quarter) were then reduced systematically to 500. The between-term leaver population included all students who were enrolled Fall Quarter, 1986, for 1 credit or more and who did not re-enroll Winter Quarter, 1987, did not graduate, were not in the Apprentice School (Apprentice School students "stop out" as part of their training), and were not in community service or Adult Basic Education classes. This yielded a pool of 1343 former students (22.1% of the total headcount), of whom 500 were then selected systematically to receive a questionnaire. A follow-up postcard was sent two weeks after the first mailing to remind participants to mail in the questionnaire, and first class postage was used to track the number of undeliverable packets. Despite receiving only one questionnaire back as undeliverable, only 152 useable questionnaires were returned, for a 15% response rate. While overall that gives us some good data, caution should be used in interpreting trends, especially for some of the smaller subsamples, like race and handicap status.

The study used the standardized Student Outcomes Information Service: Former Student Questionnaire, developed by the College Board and the National Center for Higher Education Management Systems (NCHEMS) because of its extensive field-testing and because a data analysis service was included (eliminating the need for local data processing). Ten local questions were developed and included, as well. The Questionnaire and local questions are attached to this report as Appendix A.

Some of the more interesting results of the study follow, with local comparison data where it is available.

A. WHO ARE THE LEAVERS?

1. SEX

Students who do not persist at Olympic College are much more likely to be female than male. While the student body as a whole was 56% female in Fall, 1986, between-term leavers were 60.9% female, and mid-term leavers were 71.4% female. This pattern of more females than males held true for all subsamples, as well, except for Blacks: of the five Black students in the sample, four were male (80%). The percentage of Blacks in the O.C. population as a whole for Fall, 1986 was similarly heavier in males, but to a lesser degree (65.8% Male).

A Winter Quarter, 1979 survey of between-term leavers (full-time only) conducted by Dick McConaughy at O.C. found a 59% male to 41% female ratio among the leavers. The difference could reflect a greater concentration of males among full-time students, or could simply indicate more male leavers at that time. A comparison of headcounts by sex since Fall, 1980, however, indicates that females have outnumbered males consistently, with the exception of Fall, 1981.

Table 1 describes the total student body and the two leaver samples by sex. The numbers in parentheses indicate the actual numbers in each group. The percentages in the leaver columns in all tables in this report represent percent of leavers, not percent of student body. Unless otherwise indicated, total student body data are from the annual Student Profile report issued by J.P. Anduiza and Dick McConaughy (Fall, 1986 issue).

TABLE 1: SEX

	TOTAL ST. BODY	BETWEEN-TERM LEAVERS	MID-TERM LEAVERS	TOTAL LEAVERS
MALE	44% (2603)	39.1% (36)	28.6% (16)	35.1% (52)
FEMALE	56% (3316)	60.9% (56)	71.4% (40)	64.9% (96)

2. RACE

Students who leave Olympic College, like students who persist, are overwhelmingly White. Between-term leavers were practically a mirror-image of the total student population in terms of racial make-up, but mid-term leavers included significantly more minority students. Nearly twice as many mid-term leavers were members of a racial minority, and a look at the breakdown by race reveals that they were slighltly less likely to be Asian and slightly more likely to be Black than the total population or the between-term leavers. It should be noted, however, that a very small sample size (only 20 minorities in the entire study sample) dictates that these data be read with caution. More research is called for in order to draw any definitive conclusions based on race.

(TABLE 2: RACE appears on page 6)

TABLE 2: RACE

	TOTAL ST. BODY	BETWEEN-TERM LEAVERS	MID-TERM LEAVERS	TOTAL LEAVERS
WHITE	89.3% (5284)	89.1% (82)	82.1% (46)	86.5% (128)
TOTAL MINORITY	10.7% (635)	10.9% (10)	17.9% (10)	13.6% (20)
BLACK	2.4% (145)	2.2% (2)	5.4% (3)	3.4% (5)
HISPANIC	1.9% (115)	1.1% (1)	1.8% (1)	1.4% (2)
ASIAN	5.5% (339)	5.4% (5)	3.7% (2)	4.8% (7)
OTHER	4.1% (252)	2.2% (2)	3.7% (2)	2.7% (4)

3. MARITAL STATUS

No data is kept on the marital status of our general student population. Interestingly, between-term leavers were slightly more likely to be married, while mid-term leavers were slightly more likely to be not married. One can speculate about the effect of spousal support systems on persistence and about the slight age differences between the two samples (see Table 4), but it is unknown whether such information would add much to our efforts at Student Success.

TABLE 3: MARITAL STATUS

	TOTAL STUDENT BODY	BETWEEN-TERM LEAVERS	MID-TERM LEAVERS	TOTAL LEAVERS
MARRIED	no data	59.1% (55)	44.6% (25)	54.7% (80)
NOT MARRIED	no data	41.3% (38)	55.4% (31)	45.3% (69)

4. AGE

Mid-term leavers were quite similar to the total student population in age, although a little more heavily represented in the 31-50 and in the OVER 50 age groupings, while between-term leavers were clearly grouped in the 31-50 category. Since between-term leavers indicated their number 1 reason for leaving Olympic College (see Table 15) was "Achieved Academic Goals", it is reasonable to assume that a significant percentage of students who leave between terms are pursuing coursework as family and work responsibilities permit, a common pattern for people in their most productive work years.

The percentages in Table 4 in the leaver columns represent percentage of leavers, not of total student body (as they do throughout this report).

TABLE 4: AGE

	TOTAL STUDENT BODY	BETWEEN-TERM LEAVERS	MID-TERM LEAVERS	TOTAL LEAVERS
UNDER 23	26.8% (1585)	16.3% (15)	21.4% (12)	18.2% (27)
23-30	25.1% (1486)	19.6% (18)	21,4% (12)	20.3% (30)
31-50	43.2% (2555)	59.8% (56)	48.2% (27)	55.4% (83)
OVER 50	4.6% (271)	4.3% (4)	8.9% (5)	6.1% (9)

5. ENROLLMENT STATUS

The full-time/part-time mix in the leaver population mirrored quite closely the mix in the total student population, although between-term leavers were a little more likely to be part-timers than were mid-term leavers. Students under age 23 on both samples reversed the statistics shown in Table 5 below: 46.7% of under-23 between-term leavers, and 66.7% of under-23 mid-term leavers were full-time.

A higher percentage of students enrolled in non-credit classes left Olympic College, both mid-term and between-term. Roughly 20% of the respondents were enrolled in non-credit classes, while only 8% of total students are taking such classes exclusively.

(Table 5: Enrollment Status appears on the following page)

TABLE 5: ENROLLMENT STATUS

	TOTAL STUDENT BODY	BETWEEN-TERM LEAVERS	MID-TERM LEAVERS	TOTAL LEAVERS
FULL-TIME	36.6% (2165)	24.7% (23)	36.4% (20)	29.1% (43)
PART-TIME	55.5% (3285)	52.7% (49)	47.3% (26)	50.7% (75)
NON-CREDIT	7.9% (467)	22.6% (21)	16.4% (9)	20.3% (30)

6. STUDENT INTENT

Mid-term leavers tended to be slightly more degree-seeking than the total student body (62.5% degree), while between-term leavers tended to be slightly less degree-seeking (50.0% non-degree).

There was an even stronger tendency for female mid-term leavers to be degree-seekers: 71.4% of female mid-term leavers were degree-seekers. There was also a stronger trend for Asians and Native American mid-term leavers to be degree-seekers: 75% of the total number of Asians and Native Americans (6 students) were degree students.

The only subsamples of mid-term leavers that deviated from the ratio below (more degree-seeking than not) were part-timers (40% non-degree to 36% degree), those in attendance for only 1 term (57.9% non-degree to 21.1% degree), and those aged 31 to 50 (42.3% non-degree to 34.6% degree).

Subsamples of between-term leavers that deviated from the ratio below were those under 23 (46.7% degree to 40% non-degree) and those attending full time (60.9% degree to 30.4% non-degree).

TABLE 6: STUDENT INTENT

	TOTAL STUDENT BODY	BETWEEN-TERM LEAVERS	MID-TERM LEAVERS	TOTAL LEAVERS
DEGREE	57.2%* (3652)	47.8% (44)	62.5% (35)	54.7% (79)
NON-DEGREE	31.8% (1612)	50.0% (46)	35.7% (20)	44.6% (66)

*includes PSNS apprentice students

7. HANDICAP STATUS

Unfortunately, no data exists on the total number of students attending Olympic College who would classifiy themselves as handicapped in some way. The column below labeled "EST. STUDENT BODY" represents the number of handicapped students who sought help with the Office of Supportive Services during Fall, 1986. As can be seen from the row "Restricted Vision", there are some obvious problems with the data (it shows 9 leavers with restricted vision and only 3 in the student body). Even though the figures probably underrepresent the total numbers of handicapped students who attended Olympic that quarter, it seems that handicapped students may be a much larger percentage of the leaver population (and particularly of the mid-term leavers) than of the student body, and that they constitute a high-risk group.

Some further characteristics of handicapped leavers emerged when subsample data was examined. Handicapped mid-term leavers tended to be full-time (75%), and degree-seeking (83.3%), whereas between-term leavers tended to be non-degree-seeking (87.3%). In addition, handicapped students from both samples tended to be slightly older as a group than the rest of the subsamples.

TABLE 7: HANDICAP STATUS

	EST. STUDENT BODY *	BETWEEN-TERM LEAVERS	MID-TERM LEAVERS	TOTAL LEAVERS
TOTAL HANDICAPPED	1.5% (87)	8.6% (8)	21.1% (12)	13.1% (20)
RESTRICTED MOBILITY	.7% (41)	.01% (1)	7.0% (4)	3.3% (5)
RESTRICTED HEARING	.1% (6)	.01% (1)	3.5% (2)	2.0% (3)
RESTRICTED VISION	.01% (3)	3.2% (3)	7.5% (4)	4.7% (9)
UNDESCRIBED	----	3.2% (3)	3.5% (2)	3.3% (5)

8. LENGTH OF ATTENDANCE

Table 8, below, describes how long each of the various subsamples of leavers had been attending Olympic College at the time they left. The data give a good picture of several at-risk categories. A significant number of students either leave during their first term at Olympic or do not return after that first term, a statistic of considerable concern in itself. In addition, if one looks at the highlighted row which represents those who left after one term added to those who left after one year, it can be seen that the percentage of students who do not persist is much higher among part-timers, non-degree-seekers, and non-whites. These categories are often referred to in retention literature as high-risk groups, so Olympic is not alone in losing these students. It does point, however, to the need for better goal-setting and career-planning efforts for entering students.

TABLE 8: LENGTH OF ATTENDANCE

	ALL LEAVERS		ALL LEAVERS		ALL LEAVERS		ALL LEAVERS	
	BTL	MTL	F.T.	P.T.	DEG.	N-DEG.	WHT.	N-WHT.
	(89)	(52)	(42)	(70)	(77)	(63)	(121)	(20)
ONE TERM	40.4%	36.5%	14.3%	47.1%	24.7%	57.1%	37.2%	50.0%
ONE YEAR	23.6%	21.2%	16.7%	25.7%	26.0%	17.5%	23.1%	20.0%
SUBTOTAL	64.0%	57.7%	31.0%	72.8%	50.7%	74.6%	60.3%	70.0%
TWO YEARS	15.7%	25.0%	47.6%	8.6%	29.9%	6.3%	20.7%	10.0%
THREE YEARS	6.7%	9.6%	9.5%	7.1%	7.8%	7.9%	7.4%	10.0%
FOUR YEARS +	13.4%	7.6%	11.9%	11.4%	11.7%	11.1%	11.6%	10.0%

9. MAJORS

a. FOUR-YEAR PROGRAMS

Our leavers whose goals are four-year programs were majoring primarily in four areas: Business (22.6%), Engineering (17.2%), Computer Science (7.5%), and Fine/Applied Arts (8.6%). Unfortunately, no data exists to compare the total student body to this leaver population and thus tell if students are leaving any one major disproportionately. It is suspected that these data are not disproportionate to general enrollment data, with the exception of Fine/Applied Arts, which may have been confused with Liberal Arts or with Associate in Arts.

Subsample details may be of use to individual programs, in determining what the characteristics of leavers in each area were. These are available in Table 9, page 12.

No leavers selected the following majors (listed as options on the questionnaire) : Architechitecture/Env Design, Foreign Languages, Theology & Religion, Interdisciplinary Studies, Library Sciences, Military Sciences, and Area Studies.

(See page 12 for Table 9: 4 YR. MAJORS)

b. TWO-YEAR PROGRAMS

Two-year majors also concentrated in a few areas: Mechanical/Engineering (32.1%), Business and Commerce (21.4%), and Secretarial Skills (14.3%). Unchosen majors were Personal Services, Natural Sciences, Food Services, Recreation/Social Work.

A comparison with Fall, 1986 MIS-4 data shows 9.2% of those 1084 students whose declared intent was an Associate in Technical Arts indicated their major as Management, 4.2% indicated Secretarial, and 12.0% indicated Engineering, Automotive, and Machine Technology combined. While the relative rank order of the numbers are the same as those from the study, these data are considered too questionable to draw any conclusions regarding rates of student attrition in any given program.

Dick McConaughy's 1979 Attrition Study showed a similar breakdown on 4 yr. majors, but a somewhat different one on 2 yr. majors:

	Present Study		McConaughy's Study (Full-time only)	
4YR:	Business	22.6%	Bus. & Acctng.	32.1%
	Engineering	17.2%	Engineering	11.1%
	Fine Arts	8.6%	Education	4.9%
	Computer Science	7.5%	Architecture	2.5%
2YR:	Mech/Engineering	32.1%	Electronics	15.9%
	Bus. & Commerce	21.4%	Nursing	15.9%
	Secretarial Sk.	14.3%	Data Processing	14.3%
			Law Enforcement	12.7%

(see page 13 for Table 10: 2YR MAJORS)

TABLE 9: MAJORS - 4YR. PROGRAMS

MAJOR	TOTAL SAMPLE	BTL	MTL	SUBSAMPLE DETAILS *
AGRICULTURE/NAT. RES.	1		1	WM, FT, D
BIOL. & LIFE SCIENCES	2	2		2WF, FT, D
BUSINESS & MANAGEMENT	21 22.6%	14	7	19WF, 1NWM, 1NWF; 14PT, 4FT; 13D,8 ND
COMMUNICATIONS	3	3		2WF,1WM; 2FT,1PT; 2D,1ND
COMPUTER/INFOR.SCI	7 7.5%	5	2	4F,3M; 6W,1NW; 2FT,1PT; 2D,1ND
EDUCATION	5	2	3	4WF,1WM; 3FT,2PT; 5D
ENGINEERING	16 17.2%	12	4	12M,4F; 15W,1NW; 2FT,10PT; 8D,8ND
FINE/APPLIED ARTS	8 8.6%	7	1	7F,1M; 7W,1NW; 2FT,4PT; 2D,6ND
HEALTH PROFESSIONS	6	3	3	5WF,1WM; 1FT,5PT; 4D,2ND
HOME ECONOMICS	1	1		WF, PT, ND
LAW	1		1	WF, PT, ND
LETTERS	1	1		WF, PT, ND
MATHEMATICS	3	1	2	1WF,2WM; 2FT,1PT; 3D
PHYSICAL SCIENCES	4	3	1	3M,1F; 3W,1NW; 1FT,2PT; 2D,2ND
PSYCHOLOGY	3	2	1	1M,2F; 2W,1NW; 1FT,2PT; 2D,1ND
PUBLIC AFF., SOC.SERV.	1		1	WF, PT, D
SOCIAL SCIENCES	1		1	WM, PT, D
OTHER 4YR. PROGRAM	6	4	2	3F,3M; 3W,3NW; 1FT,1PT; 1D,5ND
UNDECIDED, BUT 4YR.	3		3	1M,2F; 1W,2NW; 2FT,1PT; 2D,1ND

*Abbreviations= M - Male, F - Female, W - White, NW - NonWhite, PT - Part-time, FT - Full-time, D - Degree-seeking, ND - Non-Degree-seeking.

TABLE 10: MAJORS - 2YR. PROGRAMS

MAJOR	TOTAL SAMPLE	BTL	MTL	SUBSAMPLE DETAILS *
BUSINESS & COMMERCE	6 21.4%	2	4	5F,1M; 4W, 2NW; 3FT,2PT; 4D, 1ND
SECRETARIAL SKILLS	4 14.3%	3	1	4F; 3W,1NW; 2FT,1PT; 2D,2ND
DATA PROCESSING	2	2		2WF; 1PT,1FT; 1D,1ND
HEALTH SERVICES	2	1	1	2WF; 1FT,1PT; 1D,1ND
MECH/ENGINEERING	9 32.1%	5	4	8M,1F; 6W,3NW; 4FT,4PT; 8D,1ND
CONSTRUCTION/BUILDING	1	1		WF; FT; D
PUBLIC SERVICES	1		1	WF; FT; D
OTHER 2YR. PROGRAM	2	2		2WF; 1FT,1PT; 2ND
UNDECIDED, BUT 2YR.	1	1		WF; PT; D

* Abreviations = M - Male, F - Female, W - White, NW - NonWhite, PT - Part-time, FT - Full-time, D - Degree-seeking, ND - Non-Degree-seeking.

10. FINANCIAL AID APPLICATION

Perhaps the most surprising thing aspect of the data on financial aid application is the large percentage of leavers who did not even apply for financial aid: 83%. (A more accurate figure here is obtained by excluding the number of non-credit students and estimating some portion of part-timers who were taking less than the 6 credits then required as a minimum for financial aid. This results in approximately 48-52% who were eligible and did not apply.) One wonders if this is true in the total student population as well, or if lack of information regarding availability or application procedures has something to do with leaving. Even though money did not surface as a highly significant factor in leaving (see Table 16), one still wonders if knowing that there is aid available has an effect.

Not surprisingly, full-timers, degree-seekers, and married students were slightly more likely to have applied for (and received) aid. Only 3 of the 27 students under age 23 (11%) had even applied for aid.

A study conducted by Denise Blas at Olympic College in Spring, 1984, adds an interesting footnote to these data. Of the 469 students receiving aid during Fall, 1983 and Winter, 1984 quarters, 84 (17.9%) had aid cancelled (either did not maintain a 2.00 or did not complete 12 credits). A follow-up effort determined that only 6 of those 84 students were able to pay their own tuition the quarter following cancellation.

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(Table 11: Financial Aid Application appears on page 14)

TABLE 11: FINANCIAL AID APPLICATION

DID YOU APPLY FOR FINANCIAL AID?	YES, AND RECEIVED IT	YES, DID NOT RECEIVE IT	NO
TOTAL LEAVERS	20 (13.6%)	5 (3.4%)	122 (83.0%)*
BETWEEN-TERM LEAVERS	11 (12.0%)	2 (2.2%)	79 (85.9%)
MID-TERM LEAVERS	9 (16.4%)	3 (5.5%)	43 (78.2%)

* with non-credit students and a portion of part-time students excluded, this figure would be approximately 48-52%

11. GPA UPON LEAVING

One of the common myths about drop-outs is that they are flunk-outs. This study tends to support the debunking of that myth, as indicated in Table 12 below. One does tend to wonder, however, at the incredibly low indication of poor or failing grades described in this data. Most probably, the "unknown or did not have one" category below includes some lower grade points, particularly among the mid-term leavers. It should be remembered that these are self-reports of grade point averages, not Registrar's Office data.

A more accurate indication of the incidence of "unsuccessful" grades is given by the charts included in Section IV of this report (page 28)

TABLE 12: GPA UPON LEAVING

	BETWEEN-TERM LEAVERS	MID-TERM LEAVERS
3.01 - 4.00	54 (58.7%)	22 (40.7%)
2.01 - 3.00	21 (22.8%)	12 (22.2%)
1.01 - 2.00	1 (1.1%)	0
1.00 or less	3 (3.3%)	0
UNKNOWN OR DID NOT HAVE ONE	13 (14.1%)	20 (37.0%)

12. HOURS WORKED PER WEEK

Both samples of leavers fell into two main categories of employment: roughly 25% unemployed, and roughly 50% working more than 35 hours per week. There were some definite differences among the subsamples, however; details for each subsample are as follows:

(in the following descriptions, BTL will stand for between-term leavers, and MTL for mid-term leavers)

a) Sex: There was a considerable difference between males and females in the BTL sample. While women BTL's were approximately 1/3 unemployed and 1/3 working full-time (36+ hours per week) roughly 70% of the men were working full-time. This split was not present in the MTL sample.

b) Race: The percentage of nonwhite BTL's working full-time was 66.7%, as contrasted with only 50% of white BTL's. MTL's showed no significant difference by race.

c) Age: While under-age-23 BTL's were 40% unemployed and 47% working 21-35 hours per week, all other age groups were above 60% working full-time on both the BTL and MTL sample.

d) Enrollment Status: Not surprisingly, part-time BTL's showed a higher percentage working over 36 hrs./wk. than full-time BTL's (62.5% PT to 17.4% FT).

e) Marital Status: More married MTL's were working full-time than were non-married MTL's (62.5% to 38.7%).

f) Length of Attendance: First-term BTL's were split (42.9% each) between unemployed and working full-time, while 68.4% of first-term MTL's were working full-time.

TABLE 13: HOURS WORKED PER WEEK

	UN-EMPLOYED	1-10	11-20	21-35	36+
BETWEEN-TERM LEAVERS	22 (23.9%)	7 (7.6%)	6 (6.5%)	10 (10.9%)	47 (51.1%)
MID-TERM LEAVERS	15 (27.3)	3 (5.5%)	6 (10.9%)	4 (7.3%)	27 (49.1%)

B. WHAT ARE THE LEAVERS' MOST IMPORTANT GOALS?

The participants in this study were given a list of 22 goal statements and asked to indicate which were most important to them (see Appendix I for a complete list of the goals from which respondents chose). The results give a good indication of what such students want from Olympic College and thus provide some direction as to the kinds of programs, activities, etc. we should be offering.

1. BETWEEN-TERM LEAVERS

The overwhelming number of between-term leavers chose one of only six goals: "To Increase Academic Knowledge", "To Obtain a Certificate or Degree", "To Complete Courses for Transfer", "To Discover Career Interest", "To Prepare for a New Career", or "To Improve Technical Skills".

Table 14 (next page) shows the percent who chose each of these goals for each of the subsamples and the rank that goal was given by that subsample.

Most former students agreed that "Increasing Academic Knowledge" and "Obtaining a Certificate or Degree" were most important, although the various subsamples ranked them differently. There are three subsamples, however, who deviated from this pattern, in that while they still chose "Increasing Academic Knowledge" as #1, they chose "Improving Technical Skills" as #2: non-degree-seekers, unmarried students, and students over 31 years of age. There was only one subsample for whom the number one choice was not "Increasing Academic Knowledge" or "Obtaining a Certificate or Degree": students who had been at Olympic for three years or more chose "Improving Technical Skills" as their #1 choice.

(Table 14, on the next page, describes the choices of most important goals of between-term leavers.)

TABLE 14: MOST IMPORTANT GOALS - BETWEEN-TERM LEAVERS

		#	INCR. ACADEM. KNOWL. %	Rank	OBTAIN CERT.OR DEGREE %	Rank	COMPLETE COURSES FOR TRANSFER %	Rank	DISCOVER CAREER INTEREST %	Rank	PREPARE FOR NEW CAREER %	Rank	IMPROVE TECH. SKILLS %	Rank
BETWEEN-TERM LEAVERS total		(85)	24.7	1	23.5	2	5.9	4	4.7	5	4.7	5	12.9	3
	MALE	(33)	21.2	2	24.2	1	9.1	4	6.1	5	---	--	12.1	3
	FEMALE	(51)	27.5	1	23.5	2	3.9	5	3.9	5	7.8	4	13.7	3
	WHITE	(75)	26.7	1	22.7	2	6.7	4	5.3	5	5.3	5	13.3	3
	NON-WHITE	(10)	10.0	3	30.0	1	---	--	---	--	---	--	10.0	3
	FULL-TIME	(21)	28.6	2	38.1	1	4.8	4	4.8	4	---	--	9.5	3
	PART-TIME	(45)	20.0	2	26.7	1	8.9	4	6.7	5	4.4	6	15.6	3
	DEGREE	(41)	19.5	2	46.3	1	12.2	3	---	--	7.3	4	7.3	4
	NON-DEGREE	(42)	28.6	1	2.4	6	---	--	9.5	3	2.4	6	16.7	2
	MARRIED	(34)	26.5	1	23.5	2	8.8	4	8.8	4	2.9	6	11.8	3
	NOT MARRIED	(51)	23.5	1	23.5	1	3.9	4	2.0	5	5.9	3	13.7	2
(age)	UNDER 23	(13)	23.1	1	23.1	1	7.7	3	15.4	2	7.7	3	---	--
	23 TO 30	(17)	35.3	1	29.4	2	5.9	4	---	--	5.9	4	11.8	3
	31+	(55)	21.8	1	21.8	1	5.4	3	3.6	4	3.6	4	16.4	2
(at O.C.)	ONE TERM	(32)	21.9	1	15.6	2	6.3	5	9.4	4	---	--	12.5	3
	ONE YEAR	(19)	31.6	1	21.1	2	10.5	3	---	--	5.3	4	10.5	3
	TWO YEARS	(14)	28.6	2	42.9	1	7.1	3	---	--	---	--	7.1	3
	3+ YEARS	(17)	17.7	2	23.5	1	---	--	5.9	3	17.7	2	23.5	1

2. MID-TERM LEAVERS

While most mid-term leaver subsamples also concentrated their choices for most important goals among the six discussed in the between-term leaver section, there was greater variability among the mid-term leavers. Most importantly, there were two subsamples of mid-term leavers who chose a goal outside the six listed in Tables 14 and 15. Both non-degree-seeking mid-term leavers and those who had attended Olympic for only one term chose "Enrich Daily Life" as their #1 goal for attending the college (26.7% for non-degree, and 23.5% for first-termers). This would seem to have implications for Student Activities programming and might suggest some targeted research to ascertain what kind of activities would meet this goal for these students. These two groups have been marked in Table 15 with an asterisk.

Overall, there was more variability among the mid-term leavers than was seen among the between-term leavers. Besides the subsamples discussed in the above paragraph, one other group's #1 goal fell outside the first two (Increasing Academic Knowl. and Obtain a Cert. or Degree): Part-timers who left in the middle of a term indicated that "Completing Courses for Transfer" was their most important goal. Additionally, many of the groups' #2 goal was tied among several or at least outside of those first two choices.

The variability among the mid-term leavers underscores the importance of discussing with individual students their goals and objectives during their time at Olympic, and the need to recognize the importance of tailor-making each student's plan to his/her needs.

TABLE 15: MOST IMPORTANT GOALS - MID-TERM LEAVERS

	#	INCR. ACADEM. KNOWL. %	Rank	OBTAIN CERT.OR DEGREE %	Rank	COMPLETE COURSES FOR TRANSFER %	Rank	DISCOVER CAREER INTEREST %	Rank	PREPARE FOR NEW CAREER %	Rank	IMPROVE TECH. SKILLS %	Rank
MID-TERM LEAVERS total	(48)	14.6	2	27.1	1	10.4	3	8.3	4	10.4	3	6.3	5
MALE	(15)	20.0	1	20.0	1	---	--	13.3	2	6.7	3	---	--
FEMALE	(33)	12.1	3	30.3	1	15.2	2	6.1	5	12.1	3	9.1	4
WHITE	(39)	12.8	2	25.6	1	12.8	2	10.3	3	10.3	3	5.1	4
NON-WHITE	(9)	22.2	2	33.3	1	---	--	---	--	11.1	3	11.1	3
FULL-TIME	(19)	10.5	2	52.6	1	5.3	3	10.5	2	10.5	2	10.5	2
PART-TIME	(22)	18.2	1	13.6	2	18.2	1	9.1	3	13.6	2	---	--
DEGREE	(32)	15.6	2	40.6	1	6.3	4	9.4	3	15.6	2	6.3	4
NON-DEGREE*	(15)	13.3	2	---	--	13.3	2	6.7	3	---	--	6.7	3
MARRIED	(24)	16.7	2	33.3	1	4.2	5	8.3	4	12.5	3	8.3	4
NOT MARRIED	(24)	12.5	3	20.8	1	16.7	2	8.3	4	8.3	4	4.2	5
UNDER 23	(11)	9.1	3	27.3	1	9.1	3	18.2	2	---	--	9.1	3
23 to 30	(9)	22.2	2	23.1	1	11.1	3	---	--	11.1	3	11.1	3
31+	(28)	14.3	2	25.0	1	10.7	3	7.1	4	14.3	2	3.6	5
ONE TERM*	(17)	5.9	4	11.8	3	17.6	2	11.8	3	11.8	3	5.9	4
ONE YEAR	(11)	18.2	1	18.2	1	---	--	---	--	---	--	9.1	2
TWO YEARS	(11)	---	--	63.6	1	---	--	9.1	2	9.1	2	9.1	2
3+ YEARS	(7)	42.9	1	28.5	2	14.3	3	---	--	---	--	---	--

C. WHY DID THEY LEAVE AND DO THEY PLAN TO RETURN?

1. MOST IMPORTANT REASON FOR LEAVING

The questionnaire allowed study participants to choose from among 23 "Reasons for Leaving" and further instructed them to designate which was their "Most Important Reason for Leaving". Of the 125 who responded, 70 chose one of the 10 Academic Reasons, 7 chose one of the 4 Financial Reasons, and 48 chose one of the 9 Personal Reasons as their most important. Table 16 (page 22) gives a breakdown of those choices. There is considerable spread among the responses, particularly among the mid-term leavers, but the highest percentage of mid-term leavers (13.6%) chose "Transferred" as their most important reason for leaving. It seems somewhat strange that students would decide to transfer in the middle of a term; this could be evidence of dissatisfaction. Another 11.4% of mid-term leavers chose "Other Responsibilities Too Great", a perennial problem in student retention efforts and one of the areas over which institutions have little or no control.

The between-term leavers were a little more definitive in their choices: "Achieved My Academic Goals" was chosen most often (by 19.0% of between-term leavers), and "Courses/Programs Not Available" was second choice (chosen by 13.9%). The former choice is cause for some celebration, but the latter choice seems significant in terms of our retention efforts. Some additional research would seem to be warranted to determine what courses and/or programs these leavers would find useful (or whether better advising might solve some of the problems in locating appropriate coursework).

Since there were significant differences among the subsamples and this is considered one of the most crucial items on the survey, it seems worthwhile to indicate choices by rank where they differ from the data in Table 16:

Choosing "Transferred" as their #1 reason for leaving were: Male BTL's (16.1%), and MTL's whose first choice of college was not O.C. (31.3%).

Choosing "Courses/Programs Not Available" as their #1 reason were: Non-married BTL"S (23.3%), Part-time BTL's (20.5%), Non-degree-seeking BTL's (14.6%), first-term BTL's (20.7%), BTL's whose college of first choice was not O.C. (27.3%), and BTL's who work over 36 hours per week (17.5%).

Choosing "Other Academic Reasons" as #1 were: non-white BTL's (50%) and MTL's for whom O.C. was first choice (15.4%).

Choosing "Could Not Work and Go To School" as #1 were full-time MTL's (17.6%).

Choosing "Other Responsibilities Too Great" as #1 were: Married MTL's (19%), Non-degree-seeking BTL's (14.6%), and over age 31 MTL's (18.2%).

TABLE 16: MOST IMPORTANT REASON FOR LEAVING

	TOTAL SAMPLE			BETWEEN-TERM LEAVERS			MID-TERM LEAVERS		
	#	%	Rank	#	%	Rank	#	%	Rank
ACHIEVED MY ACADEMIC GOALS	19	15.4	1	15	19.0	1	4	9.1	3
TRANSFERRED	12	9.8	3	6	6.3		6	13.6	1
NEED A BREAK FROM COLLEGE	4	3.3		3	3.8		1	2.3	
COURSES/PROGRAMS NOT AVAILABLE	12	9.8	3	11	13.9	2	1	2.3	
DISSATISFIED: ACADEMIC PERFORMANCE	2	1.6		2	2.5		1	2.3	
QUALITY OF TEACHING	2	1.6					1	2.3	
LEARNING ENVIRONMENT	2	1.6					2	4.5	
COURSE WORK NOT WHAT I WANTED	1	.8					1	2.3	
UNSURE OF MY ACADEMIC GOALS	4	3.3		3	3.8		1	2.3	
OTHER ACADEMIC REASONS	12	9.8	3	8	10.1	3	4	9.1	3
(Total Acad. Reasons: 70 -------)									
MONEY	6	4.9		4	5.1		2	4.5	
COULD NOT OBTAIN FINANCIAL AID									
COULD NOT EARN ENOUGH MONEY	1	.8					1	2.3	
OTHER FINANCIAL REASONS									
(Total Finan. Reasons: 7--------)									
ACHIEVED MY PERSONAL GOALS	4	3.3		3	3.8		1	2.3	
ACCEPTED A JOB/ ENTERED THE MILITARY	3	2.4		1	1.3		2	4.5	
COLLEGE EXP. NOT WHAT I EXPECTED									
FEW PEOPLE I COULD IDENTIFY WITH									
MOVED OUT OF AREA	2	1.6		2	2.5				
COULD NOT WORK AND GO TO SCHOOL	11	8.9	4	7	8.9	4	4	9.1	3
OTHER RESPONSIBILITIES TOO GREAT	13	10.6	2	8	10.1	3	5	11.4	2
PERSONAL PROBLEMS	4	3.3					3	6.8	
OTHER PROBLEMS	11	8.9	4	7	8.9	4	4	9.1	3
(Total Other Reasons: 48--------)									

2. COMPARISON OF REASONS FOR LEAVING O.C.: THREE STUDIES

Two other studies have dealt with the reasons for students leaving Olympic College in recent years: Dick McConaughy's 1979 study of full-time leavers, and the Fall, 1984 "Elmquist Study". By combining the above data into similar categories, we can compare across these three samples:

REASON	PRESENT STUDY (1986)	ELMQUIST STUDY (1984)	McCONAUGHY STUDY (full-time only) (1979)
PERSONAL - lack of time, family commitments, employment.	24.8%	28.9%	47.6%
ACHIEVED ACADEMIC/PERS. GOAL, transferred	28.0%	23.1%	11.4%
UNCLEAR GOALS - lost interest, needed a break	6.4%	14.0%	4.9%
CLASSES NOT OFFERED	9.6%	4.1%	5.4%
FINANCIAL, OTHER PERSONAL - age, etc.	5.6%	9.0%	8.6%
MOVED	1.6%	--	8.1%
ACADEMIC REASONS - Performance, availability of courses/programs,dissatisfaction with quality, other ac. reasons	15.2%	--	5.9%
OTHER PROBLEMS, no reason given	8.8%	13.2%	8.1%

3. MILITARY REASSIGNMENT

The first of the local questions was an attempt to discern to what degree military reassignment figures in Olympic's attrition rate. Only 5% (7) of the 139 respondants who answered this question said that they had left for this reason, indicating a probably steady, but relatively insignificant factor.

Those seven who did indicate they left because of a military reassignment were three white males and four white females; one was full-time, five part-time; and three were degree-seeking while four were not seeking degrees.

4. DO THEY PLAN TO RETURN?

Table 17 describes the respondants' plans for additional education. Nearly 44% intend to re-enroll at O.C., and another nearly 22% are undecided. This seems to me a fertile ground for some target marketing, particularly with a new Enrollment Services position being created on campus. (see recommendations section)

TABLE 17: PLANS FOR ADDITIONAL EDUCATION

	TOTAL SAMPLE		BETWEEN-TERM LEAVERS		MID-TERM LEAVERS	
NO, NOT AT THIS TIME	22	(15.5%)	14	(15.6%)	8	(15.7%)
YES, PLAN TO REENROLL AT O.C.	63	(43.7%)	41	(45.6%)	22	(43.1%)
YES, HAVE ALREADY REENROLLED AT ANOTHER COLLEGE	8	(5.7%)	4	(4.4%)	4	(7.8%)
YES, PLAN TO ENROLL AT ANOTHER COLLEGE	18	(12.7%)	15	(16.7%)	3	(5.9%)
CURRENTLY UNDECIDED	30	(21.8%)	16	(17.8%)	14	(27.5%)

Respondents who marked either of the choices indicating they are attending or would attend another college were asked to state which college. Responses were:

Pacific Lutheran (3)
University of Puget Sound (3)
University of Washington (3)
Tacoma Community College
Chapman College
City University
Boise State University
Seattle Pacific University
Central Wash. State U.
a public school in Iowa
Evergreen of Tacoma
Oregon State University
Williams College, Mass.
Harvard
Eastern Washington State U.
Pierce College
County Schools - Hotel/Motel

Nineteen of the above choices are for a four-year institution, which may account for a large portion of the 31 students who listed either "Transferred" or "Achieved Academic Goal" as their most important reason for leaving.

D. WHAT DID THEY LIKE AND DISLIKE ABOUT O.C.?

1. PROGRAM EVALUATIONS

Table 18 (page 25) contains much good news, some news for concern, and a little humor. The humor is granted by students who used and were satisfied with services Olympic does not provide. The good news is that students were generally satisfied with most of our programs, if they had used them. The primary issue of concern is the appallingly high number of students who either did not know about our services, or knew about them but didn't use them. Over 50% of leavers did not know about/use academic advising (or did not know they had used it?), counseling, tutoring, developmental studies, cultural and athletic programs, financial aid, or career planning, for example. Some better marketing of Student Services is clearly called for.

The only program ranked negatively by a significant number of students was (surprise!) parking. More will be said about this issue below in the discussion of Table 19.

(Table 18: PROGRAM EVALUATIONS, appears on page 25)

2. RATING OF CHARACTERISTICS OF O.C.

The last nine local questions were a duplication and amplification of an item on the 1984 "Elmquist Study", to allow for comparison between the general student population (albeit two years earlier) and the "leaver" population of this study. The questions asked students to evaluate Olympic College on several characteristics using a 0-6 scale, with 0 being NO OPINION, 1 being EXCELLENT, and 6 being VERY POOR. (Two additional items were added to this study that were not on the earlier study: Parking and Adequate Classroom Facilities.)

a. The Leavers' Ratings

Table 19 (page 26) describes the leavers' ratings of O.C. characteristics in terms of means and standard deviations (with the 0 or No Opinion rating excluded) . Several areas of concern are indicated, most notably availability of parking, campus lighting at night, feeling safe on campus at night, and having knowledgeable faculty advisors. If the lowest four are taken together, a picture emerges -- a picture that indicates that Olympic College may be perceived as an inconvenient and/or even an unsafe place to go to school. When one recalls that the leaver population is approximately 65% female, these issues come into even greater focus, and highlight an area that definitely needs to be addressed. This statement is borne out when subsample details are examined. Females consistently gave lower ratings than males on all items. For example, on the item "Having Friendly Staff", 5 women responded poor (rating 5) or very poor (rating 6), while no men chose a response lower than 4.

(Table 19: CHARACTERISTICS OF O.C. appears on page 26)

TABLE 18: PROGRAM EVALUATIONS

	Did not know about service		Knew about it, but didn't use		Used it & was Satisfied		Used it & was Not Satisfied	
ADMISSIONS	9	(6.7%)	21	(15.7%)	100	(74.6)	4	(3.0%)
REGISTRATION	4	(2.9%)	7	(5.1%)	113	(83.1%)	12	(8.8%)
BUSINESS OFFICE	26	(19.8%)	66	(50.4%)	36	(27.5%)	3	(2.3%)
ACADEMIC ADVISING	20	(14.8%)	61	(45.2%)	39	(28.9%)	15	(11.1%)
COUNSELING	18	(13.4%)	69	(51.5%)	34	(25.4%)	13	(9.7%)
READ, WRITE, MATH, STUDY IMPR.	43	(32.1%)	72	(53.7%)	18	(13.4%)	1	(.7%)
TUTORING	40	(29.4%)	84	(61.8%)	9	(6.6%)	3	(2.2%)
MINORITY AFFAIRS	64	(48.5%)	67	(50.8%)	1	(.8%)		
COLLEGE CULTURAL PROGRAMS	65	(49.2%)	59	(44.7%)	8	(6.1%)		
RECREATION/ATHLETIC PROGRAMS	20	(15.0%)	96	(72.2%)	12	(9.0%)	5	(3.8%)
FINANCIAL AID	12	(8.9%)	102	(75.6%)	16	(11.9%)	5	(3.8%)
STUDENT EMPLOYMENT	30	(22.6%)	88	(66.2%)	10	(7.5%)	5	(3.8%)
CAREER PLANNING	34	(25.6%)	82	(61.7%)	12	(9.0%)	5	(3.8%)
JOB PLACEMENT	43	(32.6%)	82	(62.1%)	4	(3.0%)	3	(2.3%)
HOUSING SERVICES	61	(46.6%)	69	(52.7%)	1	(.8%)		
CAFETERIA	14	(10.4%)	43	(32.1%)	73	(54.5%)	4	(3.0%)
HEALTH SERVICES	56	(43.1%)	71	(54.6%)	3	(2.3%)		
LIBRARY	8	(6.0%)	36	(26.9%)	86	(64.2%)	4	(3.0%)
CHILD CARE	38	(29.0%)	86	(65.6%)	7	(5.3%)		
BOOKSTORE	5	(3.7%)	11	(8.1%)	105	(77.8%)	14	(10.4%)
PARKING	6	(4.4%)	15	(11.1%)	65	(48.1%)	49	(36.3%)
CAMPUS SECURITY	20	(15.3%)	70	(53.4%)	31	(23.7%)	10	(7.6%)
OTHER: POOL ROOM (St. Lounge)					1	(.8%)		
SUPPORT FOR ATHLETICS							1	(.7%)
ASSOC. DEGREE PROCED.							1	(.7%)

TABLE 19: CHARACTERISTICS OF OLYMPIC COLLEGE

	MEAN RATING	STANDARD DEVIATION
FEELING WELCOME	2.72	1.37
HAVING GOOD QUALITY INSTRUCTORS	2.50	1.27
FEELING SAFE AT NIGHT ON CAMPUS	2.99	1.56
HAVING GOOD QUALITY CHILD CARE FACILITIES ON CAMPUS	2.38	1.32
HAVING FRIENDLY STAFF	2.34	1.14
HAVING KNOWLEDGEABLE FACULTY ADVISORS	2.91	1.60
CAMPUS LIGHTING AT NIGHT	3.24	1.58
AVAILABILITY OF PARKING	4.19	1.72
ADEQUATE CLASSROOM FACILITIES	2.88	1.35

1= Excellent 6= Very Poor

b. Comparing the Leavers with the General Student Body

Table 20 (page 27) compares the percent of leavers who rated each characteristic positively, neutrally, or negatively with the percent of the general student population who gave those same ratings (from the "Elmquist study"). The results show a remarkable similarity in the positive ratings (and in the rank order of positively rated chararacteristics), with the exception of "Feeling Welcome", but show a more negative evaluation of several characteristics by the leavers: feeling welcome, feeling safe on campus at night, campus lighting at night, and having knowledgeable faculty advisors. This again underscores that students who leave Olympic College have found it more inconvenient, less safe, and (to a lesser degree) less welcoming than students who persist. Finally, it needs to be noted once again that nearly half the leavers rated availability of parking as poor or very poor. The "Elmquist study" did not include parking or classroom facilities questions.

TABLE 20: COMPARISON OF LEAVER AND GENERAL STUDENT POPULATION RATINGS
(expressed in percent of sample)

	POSITIVE RATING 1+2		NEUTRAL RATING 3+4		NEGATIVE RATING 5+6		NO OPINION 0	
	E	L	E	L	E	L	E	L
FEELING WELCOME	51.4	40.0	33.0	41.4	4.7	9.6	10.9	9.0
HAVING GOOD QUALITY INSTRUCTORS	55.0	55.2	30.6	36.5	5.7	6.9	8.7	1.4
FEELING SAFE AT NIGHT ON CAMPUS	39.2	38.2	24.4	23.6	6.5	15.9	29.9	22.2
HAVING GOOD QUALITY CHILD CARE FACILITIES ON CAMPUS	13.3	9.4	8.5	5.1	3.4	.7	74.8	84.8
HAVING FRIENDLY STAFF	51.9	53.8	30.9	28.9	3.8	3.5	13.3	13.8
HAVING KNOWLEDGEABLE FACULTY ADVISORS	33.5	36.8	25.9	18.0	7.5	15.3	33.1	29.9
CAMPUS LIGHTING AT NIGHT	30.9	30.1	29.6	29.4	9.1	17.5	30.4	23.1
AVAILABILITY OF PARKING		17.3		29.6		44.8		8.3
ADEQUATE CLASSROOM FACILITIES		36.6		45.1		11.2		7.0

E = Elmquist Study
L = Current Leaver Study

IV. UNPRODUCTIVE GRADES

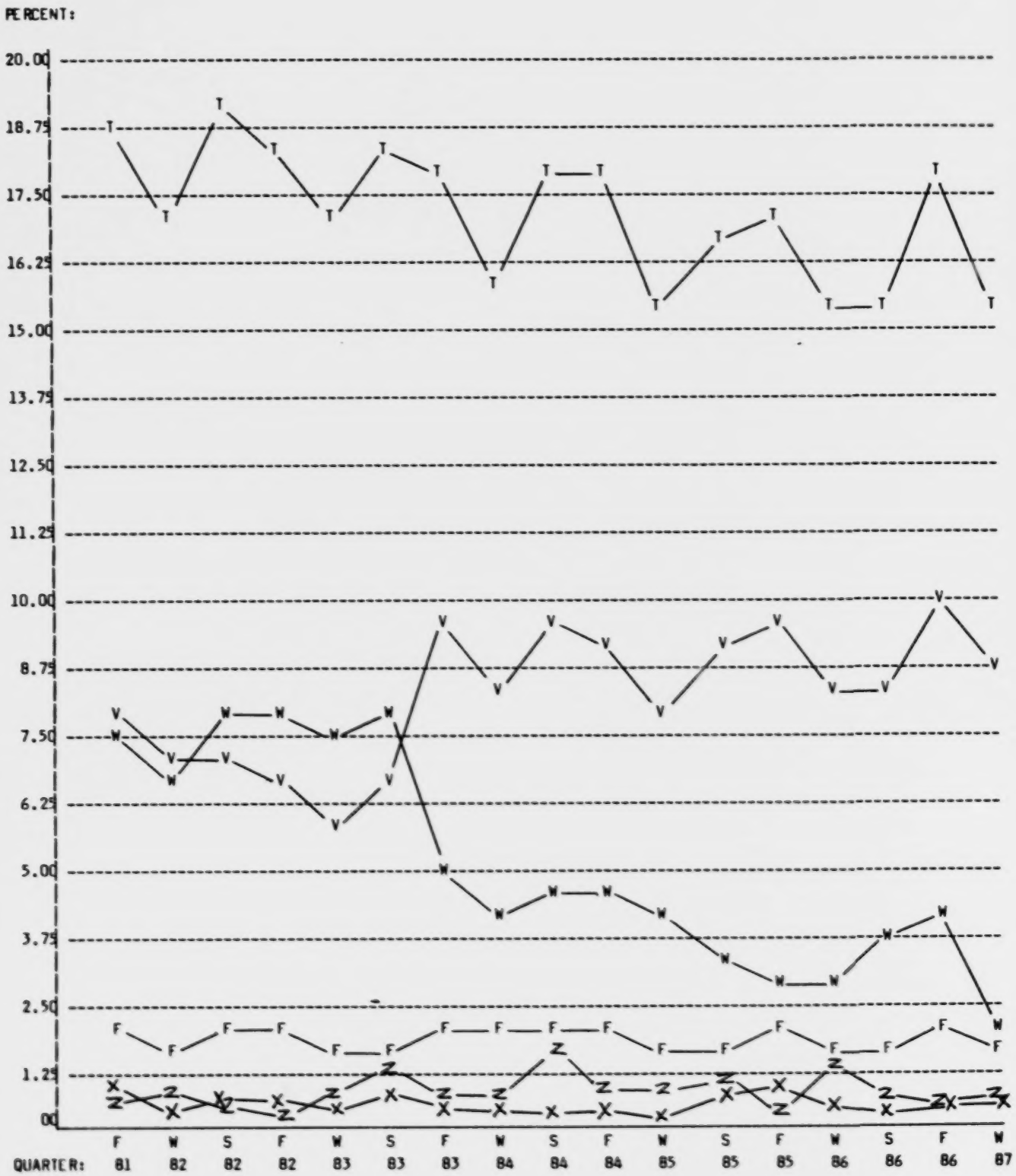
As noted earlier in this report, the most productive way for colleges to view retention issues is from an outcomes perspective: students who sense that they are learning and growing will persist term after term. The bottom line of retention efforts, then, is Student Success. For that reason, a major subset of the mid-term leaver population was students assigned exclusively unproductive grades for the quarter (defined as any combination of V's, W's, Z's, or F's). These students can be said to be unsuccessful. However, it may also be said that these students' grades are evidence of a failure on the part of the institution. Are the students leaving because they are failing or are they leaving because their needs are not being met and are letting the chips (i.e., grades) fall where they may? Probably both answers are correct, but the responses of the mid-term leavers in this study regarding grades (see Table 12: GPA Upon Leaving, page 14) would lend more weight to the idea that unproductive grades are the result of leaving, not the cause.

Table iii (page 29) describes the incidence of unproductive grades at Olympic College from Fall, 1981 through Winter, 1987. An average 17.6% of <u>all</u> grades given during that time period were unproductive. There has been an encouraging decrease of approximately 3% in the total unproductive grades given over the six years, but a rather alarming replacement of V's for W's. Since involvement in the institution is one factor which positively impacts persistence, letting students "fade away" so easily may be a mistake.

These data indicate a major area of concern for Olympic College. Several explanations for our high turnover rate are often heard and are a part of our mythology surrounding attrition: Kitsap County's highly mobile population, quality of instruction, student goals which are not contingent upon course completion, lack of satisfactory progress, and poor advising and placement. If the study results are examined closely, however, none of these factors surface as factors the leavers themselves report as causal. Their goals are mostly pragmatic and require successful grades for achievement, not one mid-term leaver left because of a move, and only 1 each chose dissatisfaction with quality of teaching and dissatisfaction with their own performance as their most important reason for leaving. The only reason that is given some credibility by the study is dissatisfaction with academic advising. (see Tables 15, 16, 18, and 19)

This is an area that needs further investigation, but even without more information, some steps can be taken. More intrusive advising, placement, and tracking of high-risk groups, particularly first-termers, has been found to be of use in other schools and would be worth the attempt at Olympic College.

TABLE iii: UNPRODUCTIVE GRADES



T= Total Unproductive Grades
F= F
Z= Z

V= V
X= W before 10th Day
W= W after 10th Day

V. RECOMMENDATIONS

A. TARGET 1 or 2 specific groups for pilot "INTRUSIVE CARE" program:

Choose one of the high-risk groups (see Executive Summary) or all of them for a pilot program of assessment, placement, academic monitoring, and ongoing orientation.

B. TARGET leavers for special marketing.

An encouraging letter of concern might easily result in considerable re-enrollment.

C. INSTITUTE an academic "Early Warning System" for all students.

D. EXPLORE better ways to market/promote student services:

Financial Aid, Counseling, Tutoring, Basic Skills, etc.

E. EXPLORE more involved assessment system:

Particularly assessment of reading levels, with concommitant assessment of texts.

F. EXPLORE ways to increase student interaction outside the classroom:

Expanded Student Activities, Federated Learning Communities, etc.

G. RECONSIDER the V grade, and/or consider some manner of encouraging students to seek help before "slipping away".

H. FURTHER INVESTIGATE:

Classes/Programs Not Available complaints; campus safety, particularly at night; the entire advising system; reasons for unproductive grades.

I. CONTINUE to find ways to reward students for achievement:

Honors programs, Advanced Placement (particularly from high school).

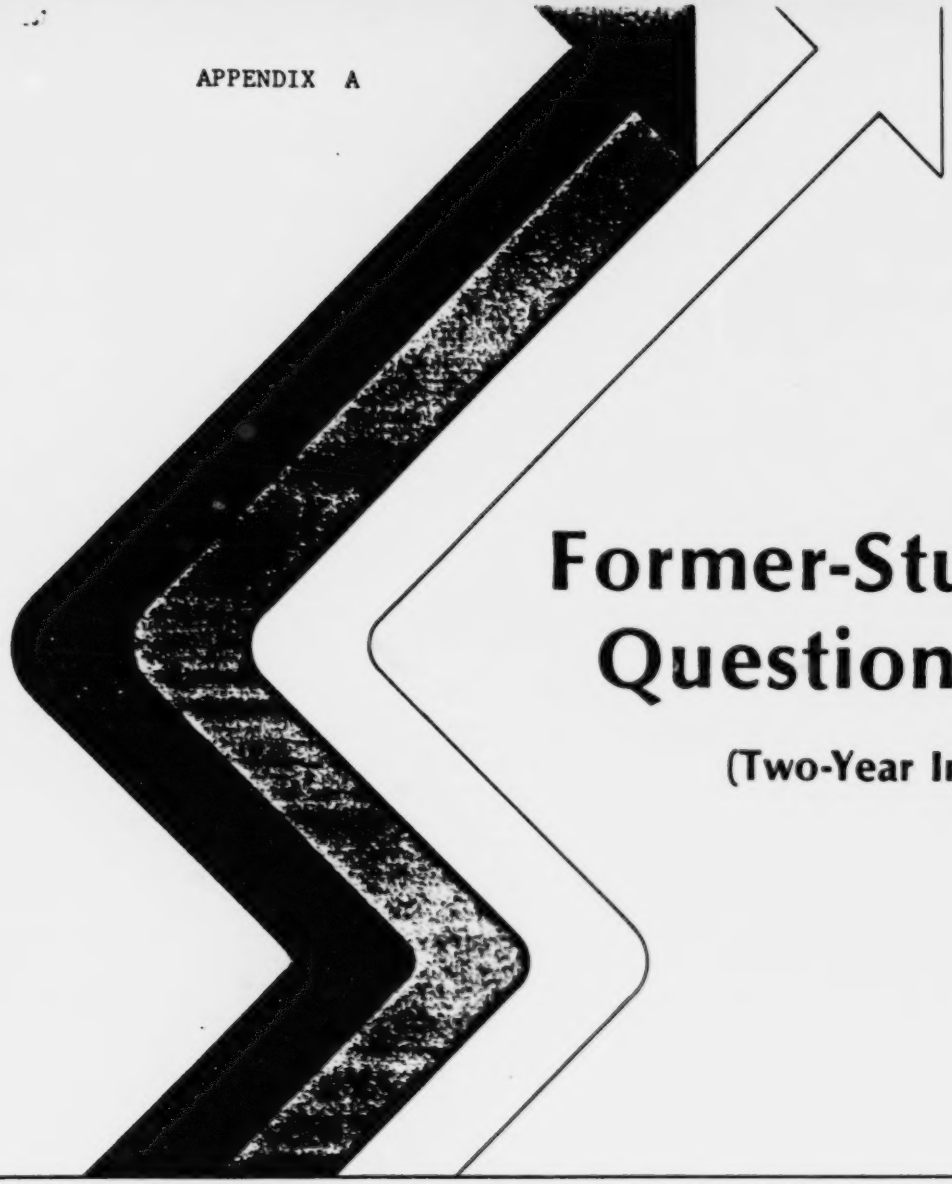
J. CONTINUE programs already begun:

Night service in offices, Expanded Basic Skills/Learning Lab, Follow-up Desk, Student Success Committee.

K. SOLVE THE PARKING PROBLEM!

L. SOLVE THE PARKING PROBLEM!

APPENDIX A



Former-Student Questionnaire

(Two-Year Institutions)

PERSONAL IDENTIFICATION SECTION

Do not complete this section unless you are asked to do so. *Please print.*

LAST NAME 1-12

FIRST NAME 13-20

MIDDLE INITIAL 21

ANY OTHER NAME WHICH MAY APPEAR ON YOUR SCHOOL OR COLLEGE RECORDS _____

STUDENT IDENTIFICATION NUMBER - 22-30

TELEPHONE NUMBER _____ - _____

PERMANENT MAILING ADDRESS NUMBER AND STREET 31-55

CITY 56-70

STATE 71-72

ZIP CODE 73-77

National Center for Higher Education Management Systems
The College Board

Student-Outcomes Information Services

35

STANDARD QUESTIONS SECTION

INSTRUCTIONS:

Specific directions are given for completing many of the questions in this questionnaire. Where no directions are given, please circle the number or letter of the most appropriate response, such as in the sample question below.

Sample:

4. Are you currently married?
   0 Yes
   (1) No

If you are not currently married, you would circle the number 1.

1. What is your sex?

78
- 0 Female
- 1 Male

2. How do you describe yourself? *Circle one.*

79
- 0 American Indian or Alaskan Native
- 1 Asian, Pacific Islander, or Filipino
- 2 Black or Afro-American
- 3 Hispanic, Chicano, or Spanish-speaking American
- 4 White or Caucasian
- 5 Other _____

3. How old are you?

80
- 0 Under 18
- 1 18 to 22 years
- 2 23 to 25 years
- 3 26 to 30 years
- 4 31 to 40 years
- 5 41 to 50 years
- 6 51 to 60 years
- 7 61 years or more

4. Are you currently married?

81
- 0 Yes
- 1 No

5. Do you feel that you have a permanent handicap? *Circle* **all** *that apply.*

82 0 No
83 1 Yes, restricted mobility
84 2 Yes, restricted hearing
85 3 Yes, restricted vision
86 4 Yes, but I prefer not to record it on this form
87 5 Other _____

6. How long did you attend our college?

88
- 0 One term
- 1 One year
- 2 Two years
- 3 Three years
- 4 Four years
- 5 More than four years

7. The following statements reflect the goals of many college students. *In the first column, please circle the letters of those goals that were important to you when you attended our college. In the second column, circle the letters of those goals you feel you are achieving or have achieved as a result of your experiences at our college.*

These goals were important to me		These goals I am achieving or have achieved		
				Academic Goals
89	A	90	A	To increase my knowledge and understanding in an academic field
91	B	92	B	To obtain a certificate or degree
93	C	94	C	To complete courses necessary to transfer to another educational institution
95	D	96	D	Other _____
				Career-Preparation Goals
97	E	98	E	To discover career interests
99	F	100	F	To formulate long-term career plans and/or goals
101	G	102	G	To prepare for a new career
103	H	104	H	Other _____
				Job- or Career-Improvement Goals
105	I	106	I	To improve my knowledge, technical skills, and/or competencies in my job or career
107	J	108	J	To increase my chances for a raise and/or promotion
109	K	110	K	Other _____
				Social- and Cultural-Participation Goals
111	L	112	L	To become actively involved in student life and campus activities
113	M	114	M	To increase my participation in cultural and social events
115	N	116	N	To meet people
117	O	118	O	Other _____
				Personal-Development and Enrichment Goals
119	P	120	P	To increase my self-confidence
121	Q	122	Q	To improve my leadership skills
123	R	124	R	To improve my ability to get along with others
125	S	126	S	To learn skills that will enrich my daily life or make me a more complete person
127	T	128	T	To develop my ability to be independent, self-reliant, and adaptable
129	U	130	U	Other _____

8. From the list of goals in question 7, please select the three that were most important to you when you attended our college. For example, if your most important goal was "To obtain a certificate or degree," enter the letter B in the first box.

Most Important ☐ (131) Second Most Important ☐ (132) Third Most Important ☐ (133)

9. What degree were you seeking when you attended our college?

134
0 Not seeking a certificate or degree
1 Certificate of one year or less
2 Certificate of more than one year
3 Associate degree
4 Other _____

10. a. Please write in your major or area of study at our college.

_____

b. Now look at **List A: Majors and Areas of Study** and enter in the boxes below the code number of the category in which your major or area of study falls.

☐☐☐☐
135-138

11. a. Was our college your first choice?

139
0 Yes
1 No

b. If no, what kind of college was your first choice?

140
0 A public two-year college
1 A public four-year college or university
2 A private college or university
3 A vocational/technical school, hospital school of nursing, trade school, or business school
4 Other _____

What was the name of the college that was your first choice?

_____

12. When you left our college, what was your overall grade point average (GPA)?

141
0 4.00 to 3.01
1 3.00 to 2.01
2 2.00 to 1.01
3 1.00 or less
4 Unknown or did not have one

13. What was your primary enrollment status when you attended our college?

142
0 Primarily for credit — full-time (12 or more hours each term enrolled)
1 Primarily for credit — part-time (less than 12 hours each term enrolled)
2 Primarily not for credit

14. While you were enrolled, how many hours did you normally work when classes were being held?

143
0 I was not employed
1 Employed 1-10 hours per week
2 Employed 11-20 hours per week
3 Employed 21-35 hours per week
4 Employed 36 hours or more per week

15. Did you apply for financial assistance (loan or scholarship) while at our college?

144
0 Yes, and I received it
1 Yes, but I did not receive it
2 Yes, but I left before I found out if I received it
3 No

16. The decision to leave a particular college can be motivated by a variety of reasons. *Please circle the letters of* **all** *of the reasons that contributed to your decision to leave our college.*

Academic Reasons

145 A Achieved my academic goals
146 B Transferred to another college
147 C Needed a break from college
148 D Courses/programs I wanted were not available
149 E Dissatisfied with my academic performance
150 F Dissatisfied with the quality of teaching
151 G Dissatisfied with the learning environment
152 H Course work not what I wanted
153 I Unsure of my academic goals
154 J Other _____

Financial Reasons

155 K Did not have enough money to continue
156 L Could not obtain sufficient financial aid
157 M Could not earn enough money while enrolled
158 N Other _____

Other Reasons

159 O Achieved my personal goals
160 P Accepted a job or entered the military
161 Q College experience not what I expected
162 R Few people I could identify with
163 S Moved out of the area
164 T Could not work and go to school at the same time
165 U Other responsibilities became too great
166 V Personal problems
167 W Other _____

LIST A: MAJORS AND AREAS OF STUDY

Programs usually requiring four or more years of study

0100	Agriculture and Natural Resources
0200	Architecture and Environmental Design
0300	Area Studies (includes Asian Studies, Black Studies, etc.)
0400	Biological and Life Sciences
0500	Business and Management
0600	Communications
0700	Computer and Information Sciences
0800	Education
0900	Engineering
1000	Fine and Applied Arts (includes Art, Dance, Drama, Music, etc.)
1100	Foreign Languages
1200	Health Professions
1300	Home Economics (includes Clothing and Textiles, Institutional Housekeeping, and Food Service Management, etc.)
1400	Law
1500	Letters (includes Creative Writing, Literature, Philosophy, Speech, etc.)
1600	Library Science
1700	Mathematics
1800	Military Sciences
1900	Physical Sciences (includes Chemistry, Physics, Earth Sciences, etc.)
2000	Psychology
2100	Public Affairs and Social Services
2200	Social Sciences (includes Anthropology, Economics, History, Political Science, Sociology, etc.)
2300	Theology and Religion
4900	Interdisciplinary Studies
6000	Other
7000	Undecided but probably program of four or more years

Programs usually requiring less than four years of study

5000	Business and Commerce Technologies (includes Accounting, Banking, Commercial Art, Hotel and Restaurant Management, etc.)
5005	Secretarial Technologies (includes Office Supervising and Management, Stenographic and Typing Technology, etc.)
5006	Personal Service Technologies (includes Stewardess Training, Cosmetologist, etc.)
5100	Data Processing Technologies (includes Computer Programming, Keypunching, etc.)
5200	Health Services and Paramedical Technologies (includes Dental and Medical Assistant Technology, LPN, Occupational and Physical Therapy Technology, etc.)
5300	Mechanical and Engineering Technologies (includes Aeronautical and Automotive Technology, Welding, Electronics, Architectural Drafting, etc.)
5317	Construction and Building Technologies (includes Carpentry, Plumbing, Sheet Metal, Heating, etc.)
5400	Natural Science Technologies (includes Agriculture Technology, Environmental Health Technology, Forestry and Wildlife Technology, etc.)
5404	Food Services Technologies (includes Food Service Supervising, Institutional Food Preparation, etc.)
5500	Public Service Technologies (includes Law Enforcement Technology, Teacher Aide Training, Fire Control Technology, Public Administration Technology, etc.)
5506	Recreation and Social Work Related Technologies
8000	Other
9000	Undecided but probably less than four year program

17. From the list of reasons in question 16, please select the three most important reasons and enter their codes below. For example, if the most important reason was that you "Transferred to another college," enter the letter B in the first box.

Most Important	Second Most Important	Third Most Important
☐	☐	☐
168	169	170

18. The following are services provided by colleges. How would you evaluate these services as provided by our college? *For each service, circle the number of the response that is most appropriate.*

	I did not know about this service	I knew about this service but did not use it	I used this service and was satisfied with it	I used this service but was not satisfied with it	
171	0	1	2	3	Admissions
172	0	1	2	3	Registration
173	0	1	2	3	Business office
174	0	1	2	3	Academic advising
175	0	1	2	3	Guidance, counseling, and testing
176	0	1	2	3	Reading, writing, math, and study-skills improvement
177	0	1	2	3	Tutoring
178	0	1	2	3	Minority affairs
179	0	1	2	3	College cultural programs
180	0	1	2	3	Recreation and athletic programs
181	0	1	2	3	Financial aid
182	0	1	2	3	Student employment
183	0	1	2	3	Career planning
184	0	1	2	3	Job placement
185	0	1	2	3	Housing services
186	0	1	2	3	Cafeteria
187	0	1	2	3	Health services
188	0	1	2	3	Library
189	0	1	2	3	Child care
190	0	1	2	3	Bookstore
191	0	1	2	3	Parking
192	0	1	2	3	Campus security
193	0	1	2	3	Other _____

19. a Do you currently have plans for additional education?

194 —
- 0 No, not at this time
- 1 Yes, I plan to reenroll at this college
- 2 Yes, I have already enrolled at another college
- 3 Yes, I plan to enroll at another college
- 4 I am currently undecided about any additional education

b If you circled responses 2 or 3, please write in the name of the college you plan to attend or are attending.

_____

ADDITIONAL QUESTIONS SECTION

Additional questions may have been added to this printed form by your college. If you have been asked to answer additional questions, please use the boxes below to record your responses.

☐	☐	☐	☐	☐
20 195	**21** 196	**22** 197	**23** 198	**24** 199
☐	☐	☐	☐	☐
25 200	**26** 201	**27** 202	**28** 203	**29** 204
☐	☐	☐	☐	☐
30 205	**31** 206	**32** 207	**33** 208	**34** 209

Please use the space below for any comments you have about our college, this questionnaire, or anything else you care to share with us.

9341600000045400
5M 279 LP Rob 2BA314

ADDITIONAL QUESTIONS

SEE BOX ON PAGE 4

Please answer these questions by marking your responses in the boxes labeled "Additional Questions Section" on page 4 of the questionnaire.

20. Did you leave Olympic College because of a change in military assignment?

YES = Mark 1 in box 20 NO = Mark 2 in box 20

21-29. From your personal experience on campus, please evaluate Olympic College on the following characteristics. On a scale from 1 to 6, with 1 being EXCELLENT, 6 being VERY POOR and 0 indicating you have NO OPINION, please tell us how you felt .....

		EXCELLENT → POOR, NO OPINION	
21.	Feeling Welcome	1 2 3 4 5 6 0	Mark your choice in box 21
22.	Having good quality instructors	1 2 3 4 5 6 0	Mark your choice in box 22
23.	Feeling safe on campus at night	1 2 3 4 5 6 0	Mark your choice in box 23
24.	Having good quality child care facilities on campus	1 2 3 4 5 6 0	Mark your choice in box 24
25.	Having friendly staff	1 2 3 4 5 6 0	Mark your choice in box 25
26.	Having knowledgeable faculty advisors	1 2 3 4 5 6 0	Mark your choice in box 26
27.	Campus lighting at night	1 2 3 4 5 6 0	Mark your choice in box 27
28.	Availablity of parking	1 2 3 4 5 6 0	Mark your choice in box 28
29.	Adequate classroom facilities	1 2 3 4 5 6 0	Mark your choice in box 29

Thank you.

APPENDIX B: STUDENT COMMENTS

I. BETWEEN-TERM LEAVERS

Would have used child care if took kids under 2½. Am military dependant so never planned to complete education at O.C. - Used O.C. mainly for a few credits here and a few credits there to add toward degree. Take classes as interest and money allows.

Although I have only been gone from O.C. for 2 qutrs., I appreciate the opportunity to express my thoughts.

Part-time teachers are supposed to have a little training on methods of teaching and effective ways of making test questions (exams). I don't have any doubt instructors' knowledge of the subject matter they are teaching,(sic) it's just they lack the system of imparting the knowledge to their students. Maybe if the management could provide a set of guidelines in making a good examination it will help evening instructors and students alike.

Child care not available in p.m.

The price of tuition of either a resident or nonresident is way too much. It cost me $116.00 for 1 class, plus $20.00 for my book. I couldn't imagine taking more than one class at a time. Who could afford it?

While attending Olympic College, my needs were met. I have since taken after-hours courses with Puget Sound Naval Shipyard, so I am continuing to make use of your community college.

Parking Poor!

I took a night course in Bookkeeping. It was difficult and excellent. If I see another night course listed that I need, I'll take it.

Campus security -- where?

Wish O.C. were a four-year school.

I am a High School student. I took a couple of courses at Olympic College to supplement my academic load. The instructors were excellent and I found no problems with the college. In my leaving the college deals with nothing personal about the college but simply I don't have the time to take any more classes at present.

As classes become available at night, I will re-enroll.

I am attracted to classes that would improve my lifestyle, i.e., P.E., Hobby-related, etc. Since I've already achieved a B.A. degree, my next goal would be a Master's Degree. However, in what field, I've yet to decide.

Academic advising unorganized.

Trying to achieve my academic goal, I have spent many years at O.C. And once I achieve it, I will probably take other courses just for fun. I've been going to O.C. for so long I should have tenure. But, I'll be back.

(between-term leaver comments, continued)

Financial Aid -- excellent staff/student relationship.

There were two things about O.C. that I was dissatisfied with: (1) The Library was satisfactory but the hours it was open did not allow for study after hours or on weekends so I ended up going to the public library. (2) It is common knowledge that the president of the college has diverted hundreds of thousands of dollars into "Beautification" of the campus (including his office). I feel the money would better be spent in upgrading the physical education facilities such as providing tennis, swimming, handball, and racquetball facilities.

Some of the faculty was excellent - they'd been teaching college courses for years and found ways to keep material organized and interesting. My science teacher, however dragged out the material and was very dry in presentation. He was not interested in teaching - it was just a job.(I had enough of that in high school!).

The classes that I have taken have been very educational and very worthwhile: OP AMPSI, OP AMPSII, BUSINESS ACCOUNTING I

I had to park 2 blocks away and walk alone to the campus and back to my car, at night.

My children went to a preschool that was connected to the college. Therefore I was connected with the college. By the way, the instructor for the pre-school did a great job in getting the kids ready for kindergarten. O Yes! The only time I was on the campus (twice) the parking was not that great.

The class that I took I really liked. My instructor was very nice and knew what he was doing. I plan to enroll again if I can get into agriculture or into the other class that I am going to sign up for.

I hope the college will improve every year in everything -- We were always pleased with the college. All 5 of my children went their first two years there - then went on to universities and we are pleased with O.C. - Hope it will be there for many more years -

O.C. provides adequate means for me to acquire "required" courses so I can pick up at any other college when I move. I plan to either obtain a degree in Business or go into teaching. When my son enters college in the fall of 1988 I will be able to go to school full time. I am now a single parent and work full time and O.C. affords me the opportunity to go at my own pace (both financially and academically).

To Administration: Please maintain 2-year college level class instruction/work load (Math). And please screen "Student/Teacher Evaluations" seriously. A good questionnaire - hope it does well.

I plan to re-enroll at Olympic College as soon as I have accomplished other priorities on my job and family. O.C. is a good school and I experienced a great learning satisfaction at this institution.

I really enjoyed my voice and piano classes with Dr. Turner. It is my intention to return for a second quarter. My biggest goal is to finish my associates degree in engineering graphics technology, of which I have only a few courses left (from Florence Darling Tech. in South Carolina). Can I please get some advisement on how to complete that while I am stationed here, even with my rough duty schedule? Your reply will be appreciated. (Student was referred to an Engineering advisor.)

Overall, I have been very satisfied with your institution, especially the apprentice program at Puget Sound Naval Shipyard. Most of the instructors in the apprentice program are excellent (Mrs. Rolfe, Mr. Marler, and Mr. York, for example). The pace set there is fast and the classes are tougher than at Olympic College. I have taken some classes twice, first at O.C., then at PSNS, so I know this to be true. May biggest concern/complaint is with the grading system, after earning a point value from the apprentice school (which is well-earned) that point value is changed at O.C. to the 4-point value and the students that go through the apprenticeship are cheated of the grades they deserve. (Student was called and found that that grading policy has been changed since she graduated from the apprentice school.)

I felt the teachers in the Science Department were/are equal to or superior to the majority of the faculty that I've encountered in the University. Drs. Seavy and Dial and Mr. Burmaster would be especially noteworthy for both their knowledge level and the obvious care they show for the student. Unfortunately, I presently need upper division courses which O.C. is not allowed to offer -- even though the facilities and faculty are more than capable of doing so.

The majority of the teachers are good, but are not so challenging to the students as I think they should be. Most of the classes weren't so challenging as high school. Mr. Dreaney's classes are a good challenging class.

I have a degree in Electrical Engineering. I am interested in more computer courses and photography classes. I am taking the DBASE III class this quarter. I like the Shipyard/O.C. afterhours classes and plan to take a Wordprocessing if ever "WordPerfect" is avaliable. I started a photography class one time and was sent back to Washington D.C., so I didn't get to finish it. I intend to try it again sometime. I am more than full-time employed at the Shipyard. Art Dudley is an excellent instructor. I am not an Apple Computer fan.

You do not include any questions regarding administration, specifically Milander. With faculty morale so devastated by Milander's treatment of faculty, is it your belief students are naive to reality? It is obvious Milander is the single most detrimental repulsive excuse for an administrator. In case you regard my remarks as uninformed, or lacking intelligence (the rest of this student's message was not picked up by the copy machine, alas)

I do continue to take classes as time, finances and health permit.

I have a B.A. from an out-of-state institution. My only reason for admission to O.C. was in conjunction with the preschool early childhood development program. I transferred my child to a private preschool because I was not happy with the Poulsbo Parent-Child Preschool Coop. I haven't been on the O.C. campus for over 12 years, so my answers to this questionnaire aren't particularly valid to your study.

I was a new mother of 2 young children. I had my B.A. from W.S.U. but felt the need to have some sort of scholastic environment; however, I could not get reliable babysitting, so had to quit.

I hate these catch all questionnaires -- I enrolled at O.C. to work towards a welding certification. I finished up my certification at the Duwamish training facility jointly funded by the building trades council and South Seattle College. I am thinking of returning to O.C. to persue a more academic direction, perhaps next fall.

I enjoyed going to O.C. very much. Would like to take some night classes.

I mainly attended O.C. to fulfill courses that were not available at Chapman, and courses that Chapman would accept from O.C.. O.C. is a good college, but a few intructors at the Bangor extension were not up to O.C. standards:

Course	Instructor
World History	poor
Math 106	good
English 102	OK

I attended O.C. originally in 1982 in your horticulture program and was very pleased with all aspects of my social and academic situations. I left due to lack of funding and while I was working got injured on the job in 1984 (broke my back). Soon afterwards I found that my program had been cancelled and consequently enrolled in your electronics program. The strain on my back (sitting for extended periods) proved to be too much and on my doctor's advice dropped all courses. However, if given the opportunity, I would gladly re-enroll at your school. Thank you.

I left O.C. because I was hired for a position that required me to move. I have a B.S. from WSU.

I was very confused about class choices for business classes or clerical careers. Counselors appear to have no firm guidance for anyone who doesn't use financial aid. But I had no money to waste and did not qualify for aid. So I fell between the cracks. Also I have a son who may be coming there in "87-88", so my time was limited and so was my money so now I'm on hold again.

(mid-term leaver comments continued)

I was unable to do the math in the chemistry class in order to continue with nursing. I have worked eight years as an L.P.N. Math is my weakest subject and has been weak since first grade. I now take an Algebra 60 class which is self-paced. In this process, I have decided against further nursing.

I did most of my course-planning myself because my faculty advisor, -----, gave me wrong information many times. Mel Wallis, however, kept me on track and continues to be helpful.

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